



Spadoni College of Education and Social Sciences Cooperating Teacher Handbook



2023–2024

COASTAL CAROLINA UNIVERSITY



Dear Cooperating Teachers of Interns and Practicum Students,

Cooperating teachers provide an important service to the education profession by mentoring the future generation of teachers. This is especially significant to partnering school districts in which the practicum experience also provides opportunities for preparing potential new faculty for your schools. Seventy-five percent of our graduates obtain employment in our partnering school districts.

With that in mind, please accept our sincere appreciation for hosting our teacher education candidates in your school this semester. The Spadoni College of Education and Social Sciences relies on the relationship with your school as a professional partner to provide relevant and meaningful field/clinical experiences for our teacher education programs.

It is our hope that your experience hosting our students inspires you to remember what brought you to the profession in the first place. If you would like to know more about any of our undergraduate or graduate programs in education, we would love to talk with you. Enjoy your semester and know that we appreciate everything you do each day for the students of South Carolina and for the students at Coastal Carolina University.

Sincerely,

A handwritten signature in black ink that reads "Betsey Costner".

Betsey Costner

Director, Clinical Experiences and Educator Licensure

Spadoni College of Education and Social Sciences

Guidelines and Information for Cooperating Teachers of Coastal Carolina University Practicum Students

Overview

A cooperating teacher is a teaching professional who is approved for mentorship by Coastal Carolina University and serves as a role model, instructor and coach for the practicum student. The cooperating teacher welcomes the student into his/her classroom. The cooperating teacher, in collaboration with a Coastal Carolina University supervisor/faculty member, is responsible for leading the student through progressively challenging activities and structuring the activities so that the practicum student applies theory, pedagogical concepts and content knowledge while developing practical professional skills.

The role of the cooperating teacher is critical to the success of our students. Research indicates that the cooperating teacher has the greatest and longest-lasting influence on not only the practicum experience, but also the student's growth as a novice teacher long after the practicum has ended. In addition to such influence, mentoring has many other benefits such as lowering the student teacher ratio and presenting an opportunity to learn from and coteach with another professional.

Qualifications

Coastal Carolina's cooperating teachers for practicum students are carefully selected through the use of criteria that reflect high expectations and a collaborative process involving both school and university partners. With our clinically based approach to teacher preparation within our partnering school districts, cooperating teachers must meet specific qualifications to serve in this role.

Minimum Requirements for Cooperating Teachers of Practicum Students:

- At least one year of teaching experience
- Certification in the subject area or grade level
- Highly qualified status as defined by the South Carolina State Department of Education
- Satisfactory teaching performance
- Positive recommendation by the principal
- Note: Teacher has not been placed on an improvement plan.

Cooperating Teachers' Competencies:

Teacher has demonstrated competency in the following:

- Lesson planning
- Long-term planning
- Integration of subject matter
- Integration of technology
- Classroom management
- Development of content knowledge
- Working with culturally diverse learners
- Working with English language learners
- Working with students with disabilities in the regular classroom
- Communication skills – written and oral
- Collaborating with other teachers and parents

Number of CCU Practicum Students:

- A teacher may be assigned up to two practicum students each semester.

Teacher Information Form and Current Teaching Certificate

- Cooperating teachers must submit an information sheet and a copy of their current teaching certificate. This form is submitted electronically on our website. You will upload your current teaching certificate there as well.

<https://www.coastal.edu/forms/education/student-services/cooperatingteachers/>

Suggestions for Cooperating Teachers of Practicum Students

Prior to the start of a practicum placement	Early in the semester, cooperating teachers will receive an email from the assigned practicum student. Please respond, confirm the start date, and provide any directions that will make the first day run smoothly.
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<p>First few days and throughout the practicum</p>	<p>Provide an <u>orientation</u> to cooperating school that includes topics such as:</p> <ul style="list-style-type: none"> ★ Reviewing the student/school handbook ★ Rules and regulations of the school and district ★ Procedures for obtaining supplies, duplicating materials and use of media ★ Introductions to the administrative team, school support staff, special area teachers, counseling faculty, etc. ★ School calendar (parent/teacher meetings, workdays, conference days, school events, field trips, holidays, etc.) ★ Procedures for lockdowns, inclement weather, mandatory drills (fire, tornado, etc.) ★ Map of the school ★ Technical equipment use and interaction (smart boards, iPad, etc.) <p>Provide a <u>personal space</u> for the practicum student within the classroom (desk, chair, computer/laptop).</p> <p>Provide a basket of <u>survival items</u> for the practicum</p>
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student's workspace (pens, pencils, paper clips, stapler, paper, sticky notes, highlighter, etc.) so they do not have to keep borrowing from the cooperating teacher.

Include the practicum student's name on the cooperating teacher's **mailbox** and **outside the classroom door**.

If the school observes "**Spirit Days**," provide the practicum student with a school shirt or with information on how to purchase a shirt so he/she can observe the day as teachers do.

Welcome and introduce the student as part of opening school events, parent newsletters, pictures, etc.

Provide the practicum student with **resources** (teacher's guides, software, etc.) to allow for **co-teaching** opportunities.

Alert the practicum student to any student **medical concerns**, medical alerts and/or allergies.

Encourage the practicum student to introduce himself/herself to **parents** in an appropriate method of communication (email, classroom newsletter, etc.). **Involve** the practicum student with the students from the first day!

Review **classroom management** with the practicum student, including any classroom movement throughout the building and how to manage students during drills, etc. Ask for their input whenever possible.

Work with the practicum student on reporting **student**

progress, analysis of student data, and how assessment informs future instruction. Make sure consistent, collaborative opportunities are available for collaborative opportunities to plan, teach and reflect.

Communicate expectations often as all preservice teachers require guidance, support and clarity.

Check **email** often.

Recognize the practicum student's level of experience. He/She is not a full-fledged teacher yet and needs **scaffolding** throughout the experience. Practicum students may appear confident; however, constant feedback (both oral and written) on performance is necessary for professional growth.

Provide a **class schedule**.

Attendance Log – Verify the student's attendance entries in Anthology in a timely manner.

Teacher Information Form – Complete the information form and upload your teaching certificate.

<https://www.coastal.edu/forms/education/student-services/cooperatingteachers/>

End of practicum	<p>Attendance Log – Verify that all of the student’s attendance entries in Anthology are entered and approved.</p> <p>Complete the Cooperating Teacher Critique Form with feedback for your student. This is an electronic assessment that will arrive via email.</p>
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What is Co-Teaching?

Co-Teaching: Two or more educators sharing instructional responsibility and accountability for a single group of students of whom they both have ownership. Co-teaching usually involves multiple activities occurring in one place. This implies that co-taught classes tend to be highly interactive places with high levels of student engagement. Care must be taken by co-teachers to outline roles and responsibilities so that *both* educators do have meaningful roles.

Co-Teaching Model	Definition
Station Teaching	Co-teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could give students an opportunity to work independently. When more than two educators are co-teaching, there can be one station for each teacher.
Parallel Teaching	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers teach the exact same lesson in the exact same way and use the same materials. The purpose is to increase active student engagement with a lower student-teacher ratio.

Alternative Teaching / Differentiated Teaching	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers use <i>different</i> approaches for presenting the content. The purpose is to increase active student engagement with a lower student-teacher ratio and to address the needs of all learners using varied instructional approaches.
Team Teaching (Teaming)	Both teachers know and can deliver the material of the lesson; “one script, two voices.” Therefore, both teachers share delivery of the same instruction to a whole student group. Some refer to this as having “one brain in two bodies.” This is used when it is necessary to have two teachers deliver the instruction at the same time (e.g., one teacher presents visual supports while the other provides verbal instruction,
	both teachers provide immediate feedback during guided and independent practice, etc.).
Supplemental Teaching	One teacher takes responsibility for the large group while the other works with a smaller group or an individual student. Supplemental teaching can be used for remediation, acceleration, pre-teaching, helping students who have been absent catch up on key instruction, assessment, etc.
One Teach-One Observe	Co-teachers decide in advance what types of specific observational information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers analyze the information together. The teachers should take turns teaching and gathering data. This is referred to as “observing with a focus.” The observer observes the students and/or the instructing teacher can to gather pertinent data.

One Teach-One Assist	One teacher has the primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students, as needed.
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Potential Challenges for Practicum Students in Early Field Experiences

Teacher candidates, even those working in a cooperating teacher’s classroom, can face a variety of challenges. Cooperating teachers and University supervisors/course instructors should keep in mind the following points when working with teacher candidates.

Anxiety – Participating in a classroom for partial or full days is a new situation and the teacher candidate may not know exactly what to expect or where they will fit into the scheme of things. Please explain everything with attention to details. Do not assume the teacher candidate understands all that the cooperating teacher knows and does.

Time Management – Teacher candidates, like induction teachers, do not always have a clear sense of how much time it will take to carry out a lesson or a single procedure. Please provide guidelines and suggestions about lesson length and how to gauge time limits while teaching. Help the teacher candidate develop an awareness of student needs during a lesson. They may be so focused on delivering the content of the lesson they do not notice that the students are no longer engaged.

Transitioning – Share tips on how to transition smoothly between lesson activities so class discipline does not become overwhelming for either the cooperating teacher or teacher candidate.

Giving Instructions – Model for teacher candidate how to give detailed, step-by-step instructions to students.

Awareness of the Whole Class – Teacher candidates may need guidance to help develop an awareness of the whole class.

Frequently, teacher candidates will call on just a few students or those who are highly engaged. Cooperating teachers should guide teacher candidates to teach students, not just lessons.

Discipline – Teacher candidates are often challenged by individual student behavior or whole-class inattentiveness. They often fear alienating students or making students dislike them, and because of this may not take an assertive role in the classroom. Teacher candidates need assistance to develop confidence in their own authority and to follow the cooperating teacher’s procedures for discipline.

Suggested Activities for Practicum Students

Although the experiences of candidates will vary according to the setting, cooperating teacher, grade level, subject area, and interests and abilities of the teacher candidates, the following are suggested activities that may assist the teacher candidate in gaining an understanding of the school and classroom placement, and in developing competence as an educator. Time permitting, the teacher candidate could:

1. Become familiar with the layout of the building.
2. Visit the media and technology centers and become familiar with any hardware, software, materials, services and procedures that could support teaching.
3. Become familiar with district and school policies and procedures, including school codes of conduct and disciplinary referrals.

4. Learn to use copiers, laminating machine, computers, and other technologies available at the school.
5. Learn the names of students.
6. Work with individual students and small groups under the supervision of the cooperating teacher.
7. Assist with routine tasks such as taking lunch counts or recording attendance.
8. Ask the cooperating teacher about communication with families and assist in writing a communication (electronic newsletter, web based application, school/classroom website, paper communication).
9. Ask questions about lesson plans, daily routes, classroom organization, student work, technology, instruction, and classroom management.
10. Participate in other activities designated by the cooperating teacher.
11. Be inquisitive in a constructive manner without burdening the cooperating teacher with too many questions.
12. Meet the principal, assistant principal, office personnel, other teachers, media specialist, technology specials, lunchroom and custodial staff.

What else can teacher candidates do in early field experiences?

Candidates can show initiative or “with-it-ness” during early field experiences by doing any of the following:

1. Find out what supervising teacher thinks of teaching.
2. Find a student who needs assistance.
3. Supervise in the hall between classes.
4. Assist the teacher in planning a lesson.
5. Review classroom materials.
6. Grade a set of papers and learn how to record grades.

7. Teach a lesson.
8. Actively participate in a classroom routine.
9. Create a bulletin board that supports a current topic of study.
10. Help students with independent work.

Cooperating Teacher Qualifications

A cooperating teacher is a teaching professional who is recommended by the building administrator. Cooperating teachers serve as role models, instructors and evaluators of field experience students. Cooperating teachers welcome qualified students into the classroom in coordination with CCU course instructors/faculty. Cooperating teachers are responsible for guiding, structuring and evaluating activities that are assigned by the course instructor so that the teacher candidate learns to apply theory, pedagogical concepts and content knowledge while practicing professional skills.

Cooperating teachers will:

1. Engage with and guide CCU teacher education students during early field work in conjunction with each course.
2. Communicate with University personnel about CCU student progress.
3. Assist in the student with required course assignments completed in the field.
4. Debrief and provide feedback with University course instructors/supervisors about student progress.
5. Complete any assessments that may be required by the specific program area.

The role of the cooperating teacher is critical to the success of the teacher candidate in field placement. Cooperating teachers have a great and long-lasting influence on a novice teacher even after the placement has ended. In order to be eligible to serve as a cooperating teacher, a teacher must:

1. Receive a favorable recommendation by the school principal or school designee and
2. Have completed at least one year of successful teaching experience (although having completed the ADEPT process is preferred).

Placement Procedures

1. All placements are made by the Office of Clinical Placements in conjunction with the principals and/or school liaison in partnering school districts and the respective program coordinators at Coastal Carolina University.
2. Placements must be made in school settings with teachers who meet the criteria as stated for hosting.
3. A teacher candidate may not be assigned a placement with a relative or close family member/family friend/colleague who is serving as the cooperating teacher (or paraprofessional) or where the principal is a family member.
4. Every candidate is required to have a variety of diverse experiences throughout the program. Students must be assigned to a site which will have the necessary requirements for placements.
5. Candidates may be placed in **any** of CCU's partnering school districts.

Placement Changes

Challenges may emerge that interfere with the successful completion of the field experience and require a reassignment. These concerns should be directed first to the course instructor/University supervisor. The course instructor/supervisor and/or Director of Clinical Placements will determine

whether the teacher candidate will be reassigned in the same school or placed in another setting. In the event that the cooperating teacher is unable to perform the roles and responsibilities in this document, the teacher candidate will be reassigned. The principal, course instructor/University supervisor, and Director of Clinical Placements will determine whether a reassignment will take place in the same school or in another school setting.

Removal from Placement

The responsibility to remove a teacher candidate from the placement is based on the recommendation of the cooperating teacher, course instructor/University supervisor, and the school administrators.

Reasons for considering removal or withdrawal from any field experience include, but are not limited to, the following:

- content deficiency
- pedagogical deficiency
- insubordination, failure to complete work in a timely manner
- unprofessional conduct (habitual tardiness, excessive absences, inappropriate attire, and breach of confidentiality)
- inappropriate interaction with students, parents, or school staff
- inability to accept constructive criticism and implement change

It should be noted that constructive criticism should not be confused with personality differences; inadequate performance should be documented and discussed in objective terms, and the candidate, cooperating teacher and University supervisor/course instructor should work together toward a viable solution. When removal is the result of one of the above reasons, the

candidate will not be given the option to begin a second assignment in another school during the same semester and will fail the course.

Personnel Concerns

Teacher candidates and course instructors must follow the procedures below should any concerns arise regarding a cooperating teacher or teacher candidate fulfilling responsibilities during the field experience.

Concerns from the Teacher Candidate

1. The teacher candidate should contact the course instructor to discuss the concern. At this time, depending on the situation, the instructor will make the decision if the matter should be addressed by the teacher candidate independently with the cooperating teacher or whether the course instructor should talk to the cooperating teacher and/or the cooperating teacher and teacher candidate together. The course instructor may also opt to discuss this matter with the Director of Clinical Placements; or the program coordinator.
2. If step one is followed and no resolution ensues, the instructor should bring the matter to the Director of Clinical Placements or the program coordinator to discuss the next steps.
3. The Director of Clinical Placements will contact the appropriate administrator at the cooperating teacher's school, as applicable to the situation.
4. In collaboration with the course instructor and school administrator, a decision regarding a change in placement is made as well as future teacher candidate assignments with the cooperating teacher.

Concerns from the Course Instructor

1. The course instructor should discuss with the host teacher any situation that interferes with the teacher candidate's development during field experience. Dependent on the circumstances, the instructor can opt to bring the concern directly to the Director of Clinical Placements.
2. The course instructor should notify the Director of Clinical Placements or the program coordinator if he/she feels the teacher candidate is in a placement that is non-conducive to the field experience. The Director of Clinical Placements will contact the appropriate administrator at the cooperating teacher's school, conduct site observations, talk with the cooperating teacher to clarify roles and responsibilities, and will offer support.
3. In collaboration with the course instructor and school administrator, a decision regarding a change in placement is made as well as future teacher candidate assignments with the cooperating teacher.

Concerns from the Cooperating Teacher

1. The cooperating teacher should discuss the concern with the teacher candidate.
2. If the cooperating teacher addresses the concern in step 1 and no resolution ensues, the cooperating teacher should contact the course instructor to determine the next steps and whether additional site observations, talking with the teacher candidate to clarify roles and responsibilities, and offering support are warranted.
3. In collaboration with the course instructor and school administrator, a decision regarding a change in placement is made.

Attendance Expectations for CCU Practicum Students

It is fully expected that Coastal Carolina University field experience students will not miss **ANY** days during the field experience. If an extenuating circumstance does arise, the following procedure must be followed:

1. Teacher candidate notifies the cooperating teacher and University supervisor/course instructor before the absence or, in an emergency, as early as possible.
2. All absences from field experience days must be made up in order to receive credit for the field experience. Make-up days will be scheduled by the teacher candidate, cooperating teacher and University supervisor/course instructor.
3. Absences will be excused for the documented cases of:
 - a) Incapacitating illness
 - b) Official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity)
 - c) Death of a close relative
 - d) Religious holidays

The University supervisor/course instructor will determine if absences from field experience will be documented as excused or unexcused.

4. In the case of excessive absences, the teacher candidate may be removed from the placement and required to repeat the course or field experience.

Assessment of Teacher Candidate Dispositions

What are dispositions? Dispositions are the commitments, values and professional ethics that influence candidate behaviors toward students, families, colleagues and communities. The dispositions are the driving forces that affect candidate learning, motivation and development toward continual professional growth (*Standard 1: Council for the Accreditation of Educator Preparation-CAEP; SC ADEPT standards*). The dispositions are based on the Spadoni College of Education and Social Science's Conceptual Framework and also reflect entry-level licensure competencies. All teacher candidates will be evaluated for dispositional growth and development.

Compensation for Cooperating Teachers of Practicum Students

At the end of the semester, Coastal Carolina University provides cooperating teachers of partnering schools who have hosted CCU practicum students for two semesters (or two students in one semester) a certificate for one graduate course (value of current graduate tuition), or 20 licensure renewal credits. This allows us to continue providing our partners with appreciation certificates and maintain the economic viability of the CCU graduate programs. The certificate does expire and should be utilized within a two-year period. Near the conclusion of the semester, cooperating teachers will be asked to complete a survey and indicate the two students they have hosted. The certificate will be issued via email in a PDF and will not be reissued if lost. Extensions beyond this two-year period will not be offered.

Questions or concerns about practicum or intern placements, may be directed to: Betsey Costner, **Director of Clinical Placements**
btcostne@coastal.edu, 843-349-6958

Guidelines and Information for Cooperating Teachers of Coastal Carolina University Interns

A cooperating teacher is a teaching professional who is approved for mentorship by Coastal Carolina University and serves as role model, instructor and coach for the intern. The cooperating teacher welcomes a qualified intern into his/her classroom and, through formative assessment, moves the intern from guided practice into a direct teaching experience. The cooperating teacher, in collaboration with a Coastal Carolina University supervisor, is responsible for leading the intern through progressively challenging activities and structuring the activities so that the intern applies theory, pedagogical concepts and content knowledge while developing practical professional skills.

The role of the cooperating teacher is critical to the success of our students. Research indicates that the cooperating teacher has the greatest and longest lasting influence on not only the internship experience, but also the intern's growth as a novice teacher long after the internship has ended. In addition to such influence, mentoring has many other benefits such as: lowering the pupil-teacher ratio and presenting an opportunity to learn from and co-teach with another professional.

Qualifications

Coastal Carolina's cooperating teachers are carefully selected through the use of criteria that reflect high expectations and a collaborative process involving both school and university partners. With our clinically based

approach to teacher preparation within our partnering school districts, cooperating teachers must meet specific qualifications to serve in this role. Minimum requirements for cooperating teachers for interns:

- At least three years of teaching experience
- Completion of the state mentor training prior to being assigned an intern
- Certification in the subject area or grade level
- Highly qualified status as defined by the South Carolina State Department of Education
- Satisfactory teaching performance
- Positive recommendation by the principal
- Note: Teacher has not been placed on an improvement plan.

Cooperating Teachers' Credentials:

- Cooperating teachers must submit an information sheet and a copy of their current teaching certificate. This form can be submitted electronically on our website. You will also upload your current teaching certificate with your information form: <https://www.coastal.edu/forms/education/student-services/cooperatingteachers/>

Cooperating Teachers' Competencies:

Teacher has demonstrated competency in the following:

- Lesson planning
- Long-term planning
- Integration of subject matter
- Integration of technology
- Classroom management

- Development of content knowledge
- Working with culturally diverse learners
- Working with English language learners
- Working with students with disabilities in the regular classroom
- Communication skills – written and oral
- Collaborating with other teachers and parents

Number of CCU Interns:

- A teacher may be assigned only one CCU intern in an academic year.
- Interns should not be assigned to an AP course or a course that carries an EOC (End of course test) unless this is a co-teaching opportunity.

Guidelines

Among the many responsibilities of mentoring a teacher candidate, the cooperating teacher should become familiar with the background of the intern and help the intern become acquainted with school and classroom procedures and policies. The cooperating teacher should be available to the intern for consultation outside of the school day and be willing to meet with the intern and University supervisor at the beginning of the semester.

Time should be allotted to plan an instructional pacing guide (incorporating directed observations and varied teaching opportunities such as co-teaching, whole class and small group instruction, center/station

teach, etc.) as well as to the review of lesson plans throughout the semester. The goal of the internship is for the intern to engage in instructional activities as much as possible. During the 35-day full-time teaching period, the cooperating teacher is to continue to observe and provide feedback to the intern and may be needed to assist with small groups or individual learners.

Continuous formative feedback regarding effectiveness in preparing lessons, delivering instruction, managing the classroom, providing meaningful feedback to students, and demonstrating professional dispositions is critical to the success of the internship. In addition, the cooperating teacher must be open and honest about areas needing improvement and provide assistance as appropriate.

The following chart explains some of the responsibilities of cooperating teachers of interns.

Prior to the start of internship	Attend S.C. Mentor Training. Complete the Cooperating Teacher Information Sheet (online.) Send a response email to your assigned intern when he/she contacts you. Attend a cooperating teacher internship orientation at Coastal Carolina University or complete the required trainings online.
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First few days	<p>Provide an orientation for the intern specific to your school that includes topics such as:</p> <ul style="list-style-type: none">★ Reviewing the student/school handbook★ Rules and regulations of the school and district★ Procedures for obtaining supplies, duplicating materials and use of media★ Introductions to the administrative team, school support staff, special area teachers, counseling faculty, etc.★ School calendar (parent/teacher meetings, workdays, conference days, school events, field trips, holidays, etc.)★ Procedures for lockdowns, inclement weather, mandatory drills (fire, tornado, etc.)★ Map of the school★ Technical equipment use and interaction (smart boards, iPad, etc.)
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Provide a **personal space** for the intern within the classroom (desk, chair, computer / laptop).

Provide a basket of **survival items** for the intern's work space (pens, pencils, paper clips, stapler, paper, sticky notes, highlighter, etc.) so they do not have to keep borrowing from you.

Include the intern's name on **mailbox** and **outside the classroom door**.

If the school observes "**Spirit Days**" provide the intern a school shirt so he/she can observe the day as teachers do.

Welcome and introduce the intern as part of opening school events, parent newsletters, pictures, etc.

Provide the intern with **resources** (teacher's guides, software, etc.) and ensure they have access to the digital platforms necessary for teaching opportunities.

Alert the intern to any student **medical concerns**, medical alerts and/or allergies.

Encourage the intern to introduce himself/herself to **parents** in an appropriate method of communication (email, classroom newsletter, etc.).

Involve the intern with the students from the first day!

Review **classroom management** with the intern, including any classroom movement throughout the building and how to manage students during drills, etc.

Ask for input whenever possible.

Work with the intern on reporting **student progress**, analysis of student data, and how assessment informs future instruction. Make sure consistent, collaborative opportunities are available to plan, teach and reflect.

Communicate expectations often as interns require guidance, support and clarity.

Check **email** often.

Recognize the intern's level of experience. He/She is not a full-fledged teacher yet and needs **scaffolding** for positive experiences. Interns may appear confident; however, constant formative assessment and feedback (both oral and written) on performance is necessary for professional growth.

Provide a **class schedule**.

Attendance Log – Verify the student's attendance entries in Anthology in a timely manner.

Preliminary Conference	This is a conference with the intern, cooperating teacher and University supervisor. It should occur within the first ten days of the internship. This conference typically lasts at least 30 minutes and can occur at a planning period or after school hours.
First four weeks	<p>Create a Schedule: Collaborate with the intern as he/she creates a schedule for his/her experience. This schedule should include when he/she will teach his/her unit work sample and take over full-time teaching (mandatory 35 days).</p> <p>Provide Opportunities for Co-Teaching (See chart for examples.)</p> <p>Lesson Plans: Review all lesson plans the intern has prepared. These plans should be available at least two days prior to teaching any lesson.</p> <p>Gradual Release: Gradually release teaching responsibilities to the intern. We recommend the intern begin teaching one subject area and then add as the intern gains confidence.</p> <p>Observation 1: Complete one formal observation using the CCU Internship Observation Form and Post Observation Form and be sure to attach the lesson plan provided by the intern.</p>

<p>Weeks 4-8</p>	<p>Provide Opportunities for Co-Teaching (See chart for examples.)</p> <p>Lesson Plans: Review all lesson plans the intern has prepared. These plans should be available at least two days prior to teaching any lesson.</p> <p>Gradual Release: Gradually release teaching responsibilities to the intern. We recommend the intern begin full-time teaching during this period. Co-teaching can still occur while the intern is full-time teaching.</p> <p>Observation 2: Complete second formal observation and be sure to attach the lesson plan.</p>

Midpoint of internship	<p>Formative Conference: This is a conference with the intern, cooperating teacher and University supervisor. It should occur near the midpoint of internship. This conference typically lasts at least 30 minutes and can occur at a planning period or after school hours. See the attached suggested agenda in preparation for the conference. The cooperating teacher needs to bring the following items to the conference:</p> <ul style="list-style-type: none"> ★ Completed Internship Evaluation (by program area) ★ Completed S.C. Teaching Standards Rubric ★ Completed Conceptual Framework Assessment <p>Two Completed Intern Observations and Post Observation forms with attached lesson plans from these lessons</p>
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Weeks 9-10	<p>Lesson Plans: Review all lesson plans the intern has prepared. These plans should be available at least two days prior to teaching any lesson.</p> <p>Gradual Release: Interns should continue full-time teaching during this period. Co-teaching can still occur while the intern is full-time teaching.</p> <p>Observation 3: Complete third formal observation using the CCU Internship Observation Form and Post Observation Form and collect lesson plan from intern.</p>
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<p>Weeks 11-15</p>	<p>Lesson Plans: Review all lesson plans the intern has prepared. These plans should be available at least two days prior to teaching any lesson.</p> <p>Gradual Release: Gradually release teaching responsibilities back to the cooperating teacher. We recommend the intern return the load of one subject area a week back to the cooperating teacher. Coteaching can still occur while the intern is full-time teaching.</p>
	<p>Observation 4: Complete fourth formal observation using the CCU Internship Observation Form and Post Observation Form and include the lesson plan.</p> <p>Other Classroom Observations: Secure observations for the intern in other classrooms in the school building. Observations should last for at least a complete class period but could be for an entire day.</p>

<p>End of internship</p>	<p>Summative Conference: This is a conference with the intern, cooperating teacher and University supervisor. It should occur near the end of internship. This conference typically lasts at least 30 minutes and can occur at a planning period or after school hours. The cooperating teacher needs to bring the following items to the conference:</p> <ul style="list-style-type: none"> ★ Completed Assessment of Teacher Candidate Dispositions ★ Completed Conceptual Framework Assessment ★ Completed Internship Evaluation (by program area) ★ Completed S.C. Teaching Standards Rubric <p>Two additional completed Intern Observations and Post-Observation forms with attached lesson plans from these lessons</p>
<p>Post internship</p>	<p>Exit Survey – After the internship is finished, the cooperating teacher will receive, via email, an exit survey.</p> <p>This survey will provide an opportunity for the cooperating teacher to evaluate and assess the University supervisor and internship experience.</p>

What is Co-Teaching?

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place. This implies that co-taught classes tend to be highly interactive places with high levels of student engagement. Care must be taken by co-teachers to outline roles and responsibilities so that *both* educators do have meaningful roles.

Co-Teaching Model	Definition
Station Teaching	Co-teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could give students an opportunity to work independently. When more than two educators are co-teaching, there can be one station for each teacher.
Parallel Teaching	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers teach the exact same lesson in the exact same way and use the same materials. The purpose is to increase active student engagement with a lower student-teacher ratio.
Alternative Teaching / Differentiated Teaching	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers use <i>different</i> approaches for presenting the content. The purpose is to increase active student engagement with a lower student-teacher ratio and to address the needs of all learners using varied instructional approaches.
Team Teaching (Teaming)	Both teachers know and can deliver the material of the lesson; “one script, two voices.” Therefore, both teachers share delivery of the same instruction to a whole student group. Some refer to this as having “one brain in two bodies.” This is used when it is necessary to have two teachers deliver the instruction at the same time (e.g., one teacher presents visual supports while the other provides verbal instruction,

	both teachers provide immediate feedback during guided and independent practice, etc.).
Supplemental Teaching	One teacher takes responsibility for the large group while the other works with a smaller group or an individual student. Supplemental teaching can be used for remediation, acceleration, pre-teaching, helping students who have been absent catch up on key instruction, assessment, etc.
One Teach-One Observe	Co-teachers decide in advance what types of specific observational information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers analyze the information together. The teachers should take turns teaching and gathering data. This is referred to as “observing with a focus.” The observer observes the students and/or the instructing teacher can to gather pertinent data.
One Teach-One Assist	One teacher has the primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students, as needed.

Assessment and Evaluation of Cooperating Teachers

Mentoring is critical to teacher development. Cooperating teacher effectiveness is measured through surveys completed by interns and University supervisors at the midpoint and end of each semester. Data gathered from these surveys is reviewed by the Spadoni College of Education and Social Sciences Assessment Committee, and results are used for program improvement, cooperating teacher selection and continuation, and appropriate matching of mentors and interns.

Compensation

At the end of the semester, Coastal Carolina University provides cooperating teachers of partnering schools who host a CCU intern a certificate for one graduate course (value of current graduate tuition), or 20 licensure renewal credits. This allows CCU to continue providing partners with appreciation certificates and maintain the economic viability of the CCU graduate programs.

The certificate does expire and should be utilized within a two-year period. It will be issued via email in a PDF and will not be reissued if lost. Extensions beyond this two-year period will not be offered.

Additional Roles and Responsibilities of Cooperating Teachers

The cooperating teacher is responsible for the supervision of the assigned candidate. The cooperating teacher provides professional experiences and helps in the data gathering process to assess teacher effectiveness of the candidate. The cooperating teacher shares expertise and mentors the candidate throughout the internship experience. He or she is a member of the team along with the candidate and University supervisor, which facilitates professional experiences for the candidate. The following list provides examples of some of the roles and responsibilities of cooperating teachers:

- Attend/complete the cooperating teacher training sessions prior to the start of the internship.
- Complete the Cooperating Teacher Information Sheet
- Attend mentor-training sessions as required by the school district.
- Prepare your public-school students for the arrival and involvement of the intern.

- Inform the parents of the public-school students of the intern's presence in the classroom.
- Give the intern contact information for routine and emergency situations.
- Orient the intern to the school building and personnel.
- Assist the intern in procurement of appropriate teaching supplies as available from the school (textbooks, paper, art supplies, recess equipment, etc.).
- Discuss expected and appropriate behaviors and professional responsibilities.
- Provide the intern with the school/grade level policies and procedures for handling routine tasks expected of all teachers.
- Provide the intern with school emergency procedures.
- Provide the intern with information on existing daily classroom management procedures.
- Provide the intern with information on existing discipline procedures for the school as well as the classroom. Discuss any unusual discipline situations.
- Provide the intern with student names and seating charts (including seating chart templates) to assist with rapid learning of student names.
- Train the intern in the use of any machinery and technology in the building used for teaching and instruction.
- Develop a calendar with the intern for assumption of teaching responsibilities (35 full-time teaching days are required). Please refer to the internship calendar provided by the University for specific dates and deadlines.
- Schedule phase-in teaching responsibilities for the intern to ease the transitions into full-time teaching for the intern and the public-school students.

- Schedule phase-out teaching responsibilities for the intern to ease the transitions out of full-time teaching for the intern and the public-school students.
- Develop a calendar for the assumption of non-instructional duties by the intern with phase-in and phase-out time frames.
- Aid the intern in individual lesson planning and unit lesson planning.
- Share information about educational performance and individual diversities of the public-school students.
- Share information about the population of the school and the community that is relevant to the teaching environment.
- Help the intern to establish positive rapport with public school students, parents and other school personnel.
- Verify the intern attendance in Anthology
- Review submitted lesson plans and give constructive criticism and suggestions for continual improvement.
- Formally observe the intern not less than once a week and provide written feedback (a minimum of four formal evaluations are required at the end of the internship).
- Complete Formative and Summative Evaluations in advance of these scheduled conferences. Collect documentation to support the assigned ratings for these evaluations.
- Complete an Assessment of Teacher Candidate Dispositions form in advance of the scheduled Formative and Summative conferences. Collect documentation to support the assigned ratings for these Dispositions.
- Actively participate in the Formative and Summative Conferences. Offer specific strategies for the correction of any weaknesses and offer specific strategies for the reinforcement of strengths.
- Promptly inform the intern and the University supervisor of nonprofessional behavior.

- Promptly inform the intern and the University supervisor of any instructional skill concerns (content knowledge, lesson planning, oral presentation skills, writing skills, discipline management, routine classroom management task completion, etc.).
- Submit all information, written materials and electronic forms required by the University.
- Follow the Communication Protocol listed below.
- Understand the Intern Attendance Expectations listed below.

Intern Attendance Expectations

Attendance is expected on all internship days. The University supervisor is the only individual who can approve excused absences. All absences must be made up according to a plan prescribed by the cooperating teacher in connection with the University supervisor.

When an absence is necessary due to illness or other serious personal problems the intern **must** notify **both** the University supervisor and the cooperating teacher as far in **advance** as possible. Interns should pay particular attention to the following restrictions on absences.

- Unexcused absences may result in the requirement to repeat the **entire** internship.
- An excused absence, which would cause the intern to have fewer than the minimum number of days in the classroom, must be made up after the last scheduled day of the internship. In addition, the cooperating teacher, the University supervisor and the Director of Clinical Placements must approve the rescheduling of the internship completion date.
- Failure to notify the cooperating teacher and the University supervisor of an absence may result in the absence being classified as *unexcused*.

- It is the responsibility of the University supervisor to notify the intern of the final determination of excused or unexcused status for an absence.
- After receiving a determination of *unexcused* for an absence, the intern has the right to appeal this decision to the Director of Clinical Placements.

The intern must deliver a written request for appeal and schedule an appointment to present the circumstances regarding the absence to the Director of Clinical Placements within five days after receiving notification of the *unexcused* determination. The Director of Clinical Placements will notify the intern within three business days of the final determination of the absence and any consequences resulting from that determination.

Cooperating teachers and students enrolled in internship are notified of internship placements through the Office of Clinical Placements. These placements are made collaboratively. The Spadoni College of Education and Social Sciences in partnership with school districts and schools will identify cooperating teachers and will match teacher candidates with the cooperating teachers. These intentional placements will be made in effort to find the most appropriate placement for each candidate. Each member of this collaborative team has many important jobs.

The Office of Clinical Placements

1. Coordinates with district representatives for school site/placement selection.
2. Clearly communicates program/course goals and objectives to school site administrators and cooperating teachers.

3. Requires that candidates adhere to all policies, procedures, rules and regulations of the Spadoni College of Education and Social Sciences, the State Department of Education and partnering school districts.
4. Ensures candidates have completed applicable state and district requirements for background checks (SLED) and medical clearances (TB tests).

District/School Level Administrator

1. Assists in the selection of quality cooperating teachers;
2. Assists in communicating school culture and any school expectations to the candidate; and
3. Serves as a liaison between the cooperating teacher and the University.

University Supervisor/Course Instructor

1. Clearly communicates the field experience course objectives, requirements and policies to candidates and cooperating teachers;
2. Depending on program expectations: course instructors/supervisors may assess candidate dispositions and address areas of concern, conduct observations, and provide continual and timely feedback and documentation of candidate progress.

Cooperating Teachers

1. Clearly communicate with the University supervisor/course instructor.
2. Assist candidates in meeting expected course assignments.
3. Model professional behaviors for the candidates.
4. Explain rationale for professional decisions.
5. Engage candidates in critical thinking to determine strategies for accomplishing desired outcomes with students.

6. Provide opportunities of increasing responsibility for working with students.
7. Assist candidates in becoming reflective practitioners.
8. Depending on program expectations: assess candidate dispositions and address areas of concern, conduct observations, and provide continual and timely feedback and documentation of candidate progress.

Spadoni College Teacher Candidate

All Spadoni College candidates are expected to exhibit professional dispositions and behaviors, actively participate in school district professional development opportunities if available, and will demonstrate their commitment to course and professional goals and will follow the field experience guidelines.

Assessment of Teacher Candidate Dispositions

What are dispositions? Dispositions are the commitments, values and professional ethics that influence candidate behaviors towards students, families, colleagues and communities. The dispositions are the driving forces that affect candidate learning, motivation and development toward continual professional growth (*Standard 1: Council for the Accreditation of Educator Preparation-CAEP; SC ADEPT standards*). The dispositions are based on the Spadoni College of Education's Conceptual Framework and also reflect entry-level licensure competencies. All teacher candidates will be evaluated for dispositional growth and development.

Personnel Concerns

Teacher candidates and course instructors must follow the procedures below should any concerns arise regarding a cooperating teacher or

teacher candidate fulfilling his/her responsibilities during the field experience.

Concerns from the Teacher Candidate

1. The teacher candidate should contact the course instructor to discuss the concern. At this time, depending on the situation, the instructor will make the decision if the matter should be addressed by the teacher candidate independently with the cooperating teacher or whether the course instructor should talk to the cooperating teacher and/or the cooperating teacher and teacher candidate together. The course instructor may also opt to discuss this matter with the Director of Clinical Placements or the program coordinator.
2. If step one is followed and no resolution ensues, the instructor should bring the matter to the Director of Clinical Placements or the program coordinator to discuss the next steps.
3. The Director of Clinical Placements will contact the appropriate administrator at the cooperating teacher's school, as applicable to the situation.
4. In collaboration with the course instructor and school administrator, a decision regarding a change in placement is made as well as future teacher candidate assignments with the cooperating teacher.

Concerns from the Course Instructor

1. The course instructor should discuss with the host teacher any situation felt to be interfering with the teacher candidate's development during field experience. Dependent on the circumstances, the instructor can opt to bring the concern directly to the Director of Clinical Placements or the program coordinator.

2. The course instructor should the Director of Clinical Placements or the program coordinator if he/she feels the teacher candidate is in a placement that is not conducive to the field experience. The Director of Clinical Placements will contact the appropriate administrator at the cooperating teacher's school, conduct site observations, talk with the cooperating teacher to clarify roles and responsibilities, and will offer support.
3. In collaboration with the course instructor and school administrator, a decision regarding a change in placement is made as well as future teacher candidate assignments with the cooperating teacher.

Concerns from the Cooperating Teacher

1. The cooperating teacher should discuss the concern with the teacher candidate.
2. If the cooperating teacher addresses the concern in step 1 and no resolution ensues, the cooperating teacher should contact the course instructor to determine the next steps and if additional site observations, talking with the teacher candidate to clarify roles and responsibilities, and offering support are warranted.
3. In collaboration with the course instructor and school administrator, a decision regarding a change in placement is made.

Placement Procedures

1. All placements are made by the Office of Clinical Placements in conjunction with the principals and/or school liaison in partnering school districts and the respective program coordinators at Coastal Carolina University.

2. Placements must be made in school settings with teachers who meet the criteria as stated for hosting.
3. A teacher candidate may not be assigned a placement with a relative or close family member/family friend/colleague who is serving as the cooperating teacher (or paraprofessional) or where the principal is a family member.
4. Every candidate is required to have a variety of diverse experiences throughout his/her program. Students must be assigned to a site which will have the necessary requirements for placements.

Placement Changes

Challenges may emerge that interfere with the successful completion of the field experience and require a reassignment. These concerns should be directed first to the course instructor/University supervisor. The course instructor/supervisor and the Director of Clinical Placements will determine whether the teacher candidate will be reassigned in the same school or placed in another setting. In the event that the cooperating teacher is unable to perform the roles and responsibilities in this document, the teacher candidate will be reassigned. The principal, course instructor/University supervisor, and Director of Clinical Placements will determine whether a reassignment will take place in the same school or in another school setting.

Removal from Placement

The responsibility to remove a teacher candidate from the placement is based on the recommendation of the cooperating teacher, course instructor/University supervisor, and the school administrators.

Reasons for considering removal or withdrawal from any field experience include, but are not limited to, the following:

- content deficiency
- pedagogical deficiency
- insubordination, failure to complete work in a timely manner
- unprofessional conduct (habitual tardiness, excessive absences, inappropriate attire or breach of confidentiality)
- inappropriate interaction with students, parents or school staff
- inability to accept constructive criticism and implement change

It should be noted that constructive criticism should not be confused with personality differences; inadequate performance should be documented and discussed in objective terms, and the candidate, cooperating teacher, and University supervisor/course instructor should work together toward a viable solution. When removal is the result of one of the above reasons, the candidate will not be given the option to begin a second assignment in another school during the same semester and will fail the course.

Communication Protocol

The professional chain of command protocol applies to all communication related to field experiences. Interns, cooperating teachers and University supervisors should communicate issues of concern or problems immediately to the appropriate person.

Interns should direct questions and concerns to the cooperating teacher and/or University supervisor.

Cooperating teachers should address questions to the University supervisor.

Cooperating teachers should address concerns to the University supervisor after discussing the issue with the intern.

University supervisors should address concerns to the program coordinator.

In all cases, if the immediate step has been exhausted without satisfactory results, or if the problem is egregious, the program coordinator should be advised and/or consulted immediately.

For the interns or cooperating teachers to circumvent the communication chain of command and discuss concerns or problems with other college students/interns, other teachers at the school, or other college faculty or staff is inappropriate. Cooperating teachers are expected to keep their school principals (or their designee) apprised of field experience issues. If you have questions or concerns about practicum or intern placements, you may contact:

Betsey Costner, Director of Clinical Placements btcostne@coastal.edu,
843-349-6958

Coastal Carolina University (CCU) does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, genetic information, mental or physical disability, or status as a disabled or Vietnam-era veteran in its admissions policies, programs, activities or employment practices. For more information relating to discrimination, please contact the CCU Title IX Coordinator/EEO Investigator, Coastal Carolina University, Kearns Hall 104B, Conway, SC; Title IX email titleix@coastal.edu; office phone 843-349-2382; Title IX cell phone 843-333-6229; EEO email eeo@coastal.edu; or the U.S. Dept. of Education Office for Civil Rights at www2.ed.gov/ocr.

Coastal Carolina University
Spadoni College of Education & Social Sciences

Professional Dispositions Consensus, Initial Licensure Programs

Candidate:	<input type="text"/>	Course:	<input type="text"/>
CCU ID:	<input type="text"/>	Assessment Point:	<input type="text"/>
Program:	<input type="text"/>	University Supervisor:	<input type="text"/>
Semester:	<input type="text"/>		

As a candidate:	Strongly disagree (-2)	Disagree (-1)	No evidence to believe otherwise (0)	Agree (+1)	Strongly agree (+2)
Q1. Engages with course concepts and materials (e.g., promotes EEDA performance standards, integrates hands-on instruction, cooperative learning).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q5. Critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q6. Welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q7. Consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q8. Takes the initiative to confidentially discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q9. Evaluates and reflects on his/her actions and how it affects others.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q10. Properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Strongly disagree (-2)	Disagree (-1)	No evidence to believe otherwise (0)	Agree (+1)	Strongly agree (+2)
Q11. Respects students, peers, families and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12. Demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q15. Communicates clearly to engage students to make connections to prior learning and experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q16. Works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>